

Career Academy Integrated Unit Plan

Academy Name: Academy of Finance

School: Spruce Creek High School

Integrated Unit Plan Title: Around the World in Business and Literature
Courses to integrate: 10 th grade Language Arts & Financial Operations
Grade Level: 10
Timeline & Duration: 1 st grading period – 3 – 4 weeks

Unit Summary: Incorporates Language Arts curriculum to include reading appropriate fiction materials based on authors' ethnicity with the Financial Operations curriculum that connects knowledge necessary to function as a fully literate member of a shared culture in the global market.

Overview of Activities/Lessons per Course				
Course	Language Arts	Financial Operations		
Activity/Lesson				
Activity/Lesson				

Lesson Instructions for 10th Grade Language Arts (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): LA 910.2.1.4; LA 910.2.1.8; LA 910.2.1.10 Rigor & Relevance (quadrant): C
Instructions to Teacher: Select short stories written by non-American authors from the Prentice Hall 10 th Grade Literature Textbook. Some suggested stories are: “Two Friends” by Guy de Maupasant, “Censors” by Luisa Valenzuela, “How Much Land Does a Man need” by Leo Tolstoy, and “The uprooting of a Japanese-American Family” by Yoshiko Uchida.
Instructions to Students: Analyze and compare culturally significant works of literature, appropriate literary devices, and analyze how they support and enhance the theme and main ideas of the text; identify and analyze universal themes and symbols across genres and historical period, and explain their significance; interpret and evaluate an author’s use of figurative language and common idioms; explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and based on knowledge of authors’ styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
Instructions for Student Accommodations: Involve Consultation Teacher if necessary.
Assessment for Activity: Participation in class discussion and written responses.
Approximate Length of Time for Activity: 1st Nine Weeks
Materials Needed: Glossary of appropriate literary terms, and text notes in the selected literature, and teacher discretionary notes.
Resources Needed: Prentice Hall 10th Grade Literature Textbook.
Attachments:

Lesson Instructions for Financial Operations (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): 56.0; 57.0 Rigor & Relevance (quadrant): C
Instructions to Teacher: Develop a list of countries from short story authors' origins. Assign partnership responsibilities to research countries and create power point to include items on instruction sheet. (Great Britain, France, Argentina, Russia, Japan, South Africa; China; India; Mexico; Saudi Arabia; Greece; Taiwan. As a culminating activity, students prepare a native food item that provides enough food to feed a typical family. On the day of the "Global Buffet", students and AOF faculty enjoy the delicacies. As part of the evaluation procedure, students are required to provide the food's ingredients, recipe, and significance of the food in the culture on an index card to be placed alongside of the corresponding food item during the "The Global Buffet."
Instructions to Students: Research assigned foreign country. Develop a power point
Instructions for Student Accommodations: Involve Consultation Teacher if necessary
Assessment for Activity: Completed power point and Rubric; index card with required information
Approximate Length of Time for Activity: 4 – 5 days
Materials Needed:
Resources Needed: Computer and Internet lab
Attachments: International PowerPoint Instructions and Rubric

Lesson Instructions for _____ (course):

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards): Rigor & Relevance (quadrant):
Instructions to Teacher:
Instructions to Students:

Instructions for Student Accommodations:
Assessment for Activity:
Approximate Length of Time for Activity:
Materials Needed:
Resources Needed:
Attachments:

Duplicate as needed.

Find a partner

Take out two sheets of paper

Write both your names on one sheet of paper.

- Write down the following sentence:
 1. "Summer is the best season of the year."
 2. The weather is warm and a person can participate in more outdoor activities.
 - (3) Once can swim every day.
 - (4) Swimming is good exercise.
 - (5) Barbeques are popular activity in the summer.
 - (6) One can cook barbeque hot dogs, hamburgers, steak or chicken.
 - (7) The smell of food of cooked outdoors is enticing for people of all ages.
- Write a (2) after the 1st sentence. Now write a sentence – statement of **fact** about this topic of summer.
- Look at he sentence you just wrote. Write a (3) . Now write a third sentence that is a supporting detail – an analysis, interpretation, insight, inference explanation, or personal reaction to the sentence you just wrote. (2)
- Look at the 3rd sentence you just wrote. Write a (4). Now write a 4th sentence that is a supporting commentary (FIRES) an analysis, interpretation, insight, inference, personal reaction, explanation or example to the 3rd sentence you just wrote.
- Write (5). Write another sentence – which is another/different statement of fact about the topic of summer. This will be the 5th sentence.
- Write (6). Now write a sentence that is a supporting detail – an analysis, interpretation, insight, inference, explanation, or personal reaction to the 5th sentence of fact/detail you just wrote.
- Write (7). Now write a 7th sentence that is a supporting commentary – FIRES an analysis, interpretation, insight, inference, personal reaction or example of the 6th sentence you just wrote.
- Write (8). Write a concluding sentence – this sentence should sum up the main point/topic (summer best season) without using words that have already been used.

Name:	Highest Possible	Self Check	Your Score
PowerPoint			
<i>Introduction</i>	5		
<i>Population, Government,</i>	5		
<i>Holidays observed, Time Zones</i>	5		
<i>Industries, Tourism</i>	5		
<i>Imported Goods, \$\$\$\$ US imported goods</i>	5		
<i>Exported goods, Current trade event</i>	5		
<i>Famous cities or sites to visit</i>	15		
<i>Famous products</i>	15		
<i>Typical meal</i>	5		
<i>Currency Exchange</i>	15		
<i>Month's exchange rate</i>	10		
<i>Currency purchase example</i>	15		
<i>Business dress</i>	10		
<i>Business gift giving customs</i>	10		
<i>Business Etiquette</i>	10		
<i>Typical Business Hours</i>	10		
<i>Spelling and grammar check</i>	10		
<i>6 pt rule</i>	25		
<i>Good graphic design</i>	20		
<i>References</i>	5		
<i>Conclusion: 5 Reasons to Trade Summary slide</i>	20		
Total	225		
Presentation			
<i>Presentation skills:</i>			
<i>Prepared, eye contact, program proficiency, speaks clearly</i>	15		
<i>Listening skills</i>	10		
<i>** Bonus: Business casual dress during presentation</i>	5		
Team Work Ethic/Habits	50		
Total	75		
Grand Total	300		



International Business Etiquette

Objective Students will be able to deliver a PowerPoint presentation that gives an overview of etiquette from a country other than the United States.

Assessment Grading of students content, presentation and listening skills according to rubric.

You will be showing the class the basics of business etiquette for your chosen country. Your International Business Etiquette Presentation will be presented in PowerPoint. The number of slides you choose is up to you, but must include slides of the following:

- Introduction
- Flag of nation
- Greeting
- What are the natives called
- A famous person, city, souvenir from that country
- Currency
- Business dress
- Appointments
- Entertaining guidelines
- Accepted conversation topics
- Topics to avoid
- Gender roles or another etiquette practice (gift giving, etc.)
- Gross National Product or Gross Domestic Product (GNP or GDP)
- What goods the country is most likely to import
- The dollar amount of U.S. goods exported to the country in the year 2007 and 2010
- What, if any, goods do the U.S. import from this country.
- The related reading from your language arts class that links its author with your country
- References cited
- Summary Slide

Suggested websites:

www.executiveplanet.com

www.worldbank.org/depweb/english/modules/economic/gnp/index.html

Grading Rubric



Name:	Highest Possible	Self Check	Your Score
PowerPoint			
<i>Introduction</i>	5		
<i>Graphic of country's flag</i>	5		
<i>Acceptable business dress</i>	5		
<i>Appointment etiquette</i>	5		
<i>Acceptable conversation topics</i>	5		
<i>Unacceptable conversation topics</i>	5		
<i>Gender roles</i>	5		
<i>Entertainment guidelines</i>	5		
<i>Excel chart: clearly labeled</i>	15		
<i>Spelling and grammar check</i>	10		
<i>Good graphic design</i>	10		
<i>References</i>	5		
<i>Conclusion: Summary slide</i>	5		
Total	85		
Presentation			
<i>Presentation skills: Prepared, eye contact, program proficiency, speaks clearly</i>	10		
<i>Listening skills</i>	5		
<i>** Bonus: Business casual dress during presentation</i>	10		
Total	15		